DOCUMENT RESUME

ED 168 003 CE 025 786

TITLE	Project CHOICE: #119. A Career Unit for Grades 3 and 4. Restaurants. (Community and Personal Services Occupations Career Cluster).
INSTITUTION	Kern County Superintendent of Schools, Bakersfield, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Apr 78
NOTE	45p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Career Awareness; Career Development; *Career Education; Educational Resources; Elementary Education; Grade 3; Grade 4; Instructional Materials; Learning Activities; Lesson Plans; Occupational Clusters; Occupations; Teaching Guides; Units of Study
IDENTIFIERS	Project CHOICE; *Restaurants

ABSTRACT

This teaching unit, Restaurants, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Community and Personal Services Occupations Career Cluster, these nine lessons describe the different kinds of jobs that are necessary to run a restaurant, relate economic growth to changes in eating habits, and relate school-learned skills to those used in restaurant work. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4--CE 025 766-789.) (MEK)

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OFFICE OF CLAUDE M. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#119

A CAREER UNIT FOR GRADES 3 AND 4

RESTAURANTS

(Community and Personal Services Occupations Career Cluster)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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April, 1978

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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Kernville Union School District
Robin Cole
Standard School District
Carol Hatcher
Beardsley School District
James Murphy
Greenfield Union School District
Dan Sawyer
Tehachapi Unified School District
Sharon Shires
Rio Bravo - Greely Union School District
Cynthia Silliman
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JUL 21 1980

Community and Personal Services Occupations Career Cluster

RESTAURANTS

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COMMUNITY AND PERSONAL SERVICES OCCUPATIONS CAREER CLUSTER:

RESTAURANTS

TEACHERS' GUIDE

RATIONALE

Many children are interested in restaurants and fast food services. This is a unit wherein students, as a class, will learn some of the various jobs and businesses that are associated with the restaurant industry. Job responsibility and attitudes will also be explored.

GOALS

Through this unit, the students will:

-Learn about the various types of restaurants.

-Acquire an understanding of the different kinds of jobs that are necessary to run a restaurant.

-See the relationship between rising prices and the cost of food in restaurants.

-Become aware of the restaurant industry's fast growth rate.

-Relate school-learned skills used on the job.

PERFORMANCE OBJECTIVES

The students will be able to:

-State at least 3 examples of different kinds of restaurants.

-Identify at least 8 jobs related to the restaurant industry.

-Describe some features of each job.

-Give examples of health and safety regulations, and reasons for their necessity.

ENTRY LEVEL ASSESSMENT

Use this informal inventory to determine awareness of the restaurant industry:

1. Can you name some types of restaurants?
2. Can you tell the difference between cafeterias and other restaurants where a waitress takes your order?
3. What are fast-food services? Where are they often located?
4. What are some restaurant jobs?
5. What health rules should a restaurant have?
6. What safety rules should a restaurant have?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

NOTE ABOUT RESOURCE VISITORS: This unit depends greatly upon having visitors in the classroom who can talk about their work as waiters/waitresses, busgirls/busboys, dishwashers and cooks. It is usually easy to find these workers among the students' friends and relatives, and they are generally happy to come to the classroom to talk about their work.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment should be used in this unit:

-Films as listed.
-Film projector.
-Art supplies.
-Telephone books.
-Permission slips.
-Task cards.

Films:

Mr. Busboy: Busboy Training.

Careers in Restaurant Management.

Mr. Dish Machine Operator.

Cooks and Chefs.

Magazines*

Drive-In Fast Service.

Hospitality.

Institutions Volume Feeding.

*Copies of these magazines often can be obtained simply by asking the Managers of restaurants to save them for you.

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations.)

Filmstrip:

Cafeteria Workers FS 5770

COMMUNITY RESOURCES

RESTAURANTS

McDonald's; Ask for the Manager; 4600 Ming Avenue, Bakersfield; (805) 833-8706.

Burger King; Ask for the Manager; 4675 Ming Avenue, Bakersfield; (805) 831-4438.

Straw Hat Pizza Palace; Ask for Steve; Manager; 4130 California Avenue, Bakersfield; (805) 324-9666. Prefers older children and small groups for the tours.

Department of Public Health; 1700 Flower Street, Bakersfield; (805) 861-3631.

INSTRUCTIONAL STRATEGY: LESSON 1-9

Lesson 1 (This lesson may take 2 days)

PURPOSE

To take the entry level assessment and to consider the wide variety of restaurants and fast food businesses.

MATERIALS

1. Entry level assessment.
2. Tape recorder and tape (optional).
3. Chart paper and marking pens.
4. Magazines and newspapers.
5. Scissors and paste.
6. Task cards 1, 3, 5, 11.

INTRODUCTION

Say: "Today we will begin learning about restaurants and food services. First, we will have a little discussion to see how much you already know."

CLASS ACTIVITIES

1. Take entry level assessment, by having a class discussion of the questions. (If desired, tape and save for the last lesson.)
2. Have a class discussion about the various places where the children have "eaten out." List them on the chalkboard and have the children think of various headings to categorize eating places. (Examples: drive-in, cafeteria, cafe, delicatessen.)
3. Make collages by cutting and pasting pictures and ads, from the magazines and newspapers, onto chart papers with the various headings.
4. Do task cards.

SUMMARY

Share collages and task card results.

Lesson 2

PURPOSE To become aware of the general management of a restaurant.

MATERIALS

1. Field trip arrangements.* (See suggestions in Community Resources section.)
2. Task cards 8, 9, 16.

INTRODUCTION Say: "Today we will be able to learn, first-hand, about how a restaurant is operated.

CLASS ACTIVITIES

1. Take fieldtrip. Have a question and answer period with the manager.
2. Do task cards.

SUMMARY Share fieldtrip reactions and task card results.

* a) If necessary, a manager/operator visitor may be substituted.

b) Make fieldtrip arrangements well in advance.

c) The teacher may wish to use this lesson after the next 4 lessons.

Lesson 3

PURPOSE

To become aware of the various duties of a busboy/busgirl.

MATERIALS

1. Resource visitor: a busboy or busgirl. (Ask the students if they have a friend or relative, who is an older student working part-time, that could be released from school to visit the class.)
2. Task cards 13 and 17.

INTRODUCTION

Say: "How many of you have seen busboys and busgirls work in a restaurant? We usually see them carrying dishes, or clearing off tables. Actually, they have other duties to do as well. Let's find out more about them now."

CLASS ACTIVITIES

1. Listen to the visitor.
2. Have a question and answer period.
3. Do task cards.

SUMMARY

Review visit and have reports on task cards.

Lesson 4

PURPOSE

To define the roles of waiter and waitress and become aware of their contribution to customer satisfaction.

MATERIALS

1. Resource visitor: waiter or waitress. (Ask the students if anyone in their families works in this capacity. It could be a student with a part-time job or an adult who could visit on a day off.)
2. Task cards 6 and 14.

INTRODUCTION

Say: "Waitresses and waiters could be the most important people in a restaurant. Can anyone tell me why? When customers are pleased with the service they receive, they are more likely to come back again. This means more money for the employee and the restaurant."

CLASS ACTIVITIES

1. Listen to the visitor.
2. Have a question and answer period.
3. Do task cards.

SUMMARY

1. Discussion on filmstrip.
2. Review visit and have reports on task cards.

Lesson 5

PURPOSE

To understand the importance of cleanliness with regard to restaurant supplies, and equipment.

MATERIALS

1. Resource Visitor: a dishwasher. (This visitor may be an older student, or someone who works in the school cafeteria.)
2. Task card 18.

INTRODUCTION

Say: "Clean dishes and silverware are essential to good service in a restaurant. Customers depend on restaurants to provide them with germ-free utensils. Today, we will see what are some of the responsibilities of a dishwasher."

CLASS ACTIVITIES

1. Listen to visitor.
2. Have a question and answer period.
3. Do task card.

SUMMARY

Review visit and task card results.

Lesson 6

PURPOSE

To introduce students to the role chefs play in the operation of a restaurant.

MATERIALS

1. Resource Visitor: a cook or chef. (This visitor could be a school cafeteria cook, if a restaurant cook or chef is not available.)
2. Task cards 2 and 4.

INTRODUCTION

Say: "Does anyone know another name for cook? The chef is usually the head cook, who supervises all the work that is being done in the kitchen. Often, he must do the purchasing of food supplies, and create mouthwatering dishes to please the customers. The chef is the artist in the kitchen, putting together items that taste good and look good."

CLASS ACTIVITIES

1. Listen to visitor.
2. Have a question and answer period.
3. Do task cards.

SUMMARY

Discussion of visit and reports on task cards.

Lesson 7

PURPOSE

To become aware of the importance of maintaining health and safety regulations, as outlined by the Department of Health.

MATERIALS

1. Large chart paper or butcher paper.
2. Felt pen.
3. Task card 19. (19A can be duplicated for class use.)

INTRODUCTION

Say: "Did you know that the Department of Health can close a restaurant if it does not meet certain health and safety regulations? Today, we are going to talk about these two things. Let's list all the items that come under these categories, and are important to maintaining good health and safety standards for a restaurant.

CLASS ACTIVITIES

1. List health and safety standards; give reasons why they are important.
2. Explain task card; work on it together as much as necessary.

SUMMARY

Share task card results.

Lesson 8

PURPOSE

To introduce students to other facets of the restaurant industry.

MATERIALS

1. Paper (graph and writing).
2. Telephone books.
3. Task cards 10, 12, and 20.

INTRODUCTION

Say: "There are many restaurant-related jobs and businesses that we don't think about very often. We will be looking at three of them today. We'll break into three committees. One group will be working on designing the interior of a restaurant; one group will compile a guide for restaurant supplies and equipment; and the third group will work on advertising material for newspapers, billboards, and Yellow Pages for the phone book."

CLASS ACTIVITIES

Identify committees and do activities as explained in the introduction, using the task cards as guides.

SUMMARY

Share results of committee work.

Lesson 9

PURPOSE

To evaluate what students have learned about restaurants.

MATERIALS

1. Tape from pretest.
2. Tape recorder.
3. Entry Level Assessment.
4. Task cards (all).

INTRODUCTION

Say: "Today we will find out how much we have learned about restaurants. Let's listen to the tape we made before we began this unit. We'll find out how much more we know now."

CLASS ACTIVITIES

1. Listen to pre-test tape.
2. Make a new tape as a post-test.
3. Free use of all task cards.

SUMMARY

The tape serves as a summary for the unit. During taping, encourage students to express their opinions about this unit.

Dining Guide

It's your job to make up a booklet for newcomers to your city. You are working on a Dining Guide, which shows some of the restaurants around town. Check the yellow pages for ideas.

You need:

1. Paper.
2. Pencil.
3. Telephone book.

Make sure that you include a variety of different types of restaurants: French, Italian, German, Mexican and Chinese.

YOU'RE THE CHEF!

You need:

1. Paper.
2. Pencil.
3. Magazines.
4. Scissors.

You are the new chef at a restaurant, and you have to plan a holiday menu. Look through a magazine for ideas. List all the ingredients you will need. Be sure to find out how many people your recipes will serve. It is your job to prepare food for a party of 20 people.

1. List all your ingredients.
2. Cut out pictures of your food, and paste it along side of your menu.
3. Be prepared to show it to the class.

CAFETERIA SERVICE

You need:

1. Paper.
2. Pencil.
3. *Filmstrip: "Cafeteria Workers".
4. Filmstrip projector.

Most of us eat in cafeterias every day at school. Many places of business also have cafeterias which are open to the public.

1. View filmstrip.
2. Take notes.
3. How is cafeteria style different from other restaurants?
4. Give a report to the class on your notes.

*Available through Instructional Resource Center, Kern County Superintendent of Schools Office; #FS 5770.

RESTAURANT CHEF

You need:

1. Paper (writing and drawing).
2. Pencils (writing and colored).
3. A book or story about a restaurant chef. (Ask your librarian to help you find one.)

Many restaurants employ chefs. Some well-known chefs are trained in Paris, France at a famous cooking school.

1. Read a story about a chef.
2. Write down important facts.
3. Make a poster illustrating some of a chef's tasks.
4. Give a report to the class.

WHAT'S YOUR CHOICE?

You need:

1. Paper (poster and writing).
2. Pencils (felt and writing).

There are many different kinds of restaurants, and many of them are specialty houses that feature one type of food. You are interested in opening your own restaurant, and you have to make a decision. You think about it for a long time, and decide to make posters for several types to help you make up your mind.

1. Design a poster.
2. Select a location that will bring in business.
3. Write about your location, and tell why you decided on this one.

SOME CUSTOMER!

You need:

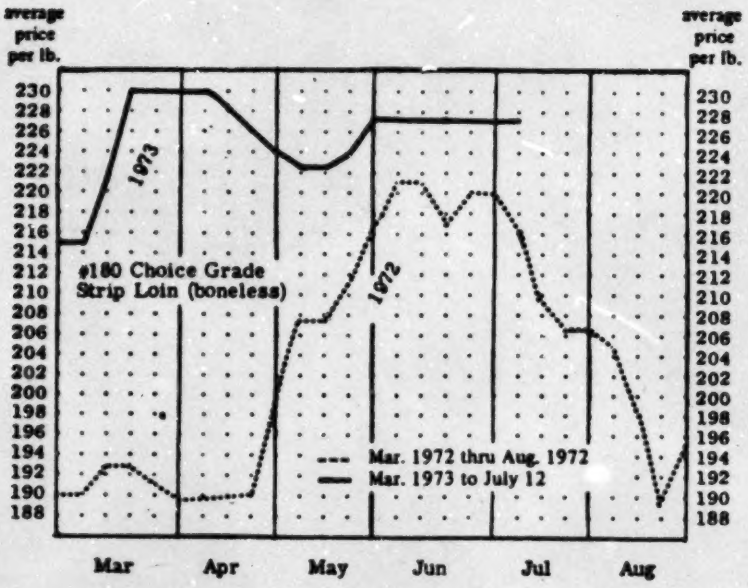
1. Paper.
2. Pencil.
3. Your imagination.

This is your first day on the job as a waitress or waiter. Your first customer realizes you are new to the job and decides to give you a bad time. Write how you feel about the following:

1. The customer changes his order several times.
2. He helps himself to food you are carrying to another table.
3. The customer complains about poor service.

Be prepared to share your story with the class.

MEAT PRICES



Price Authority: Meat Service Report, 15 W. Huron St., Chicago, IL. 60610

You need:

1. Paper.
2. Pencil.
3. Stamp.
4. Envelope.

Study the chart above, and notice the cost of meat during 1973.

1. What happened to the prices?
2. How does this effect the prices customers must pay for a steak dinner?
3. Does the restaurant make more, or less profit?
4. Write to the above address for information concerning meat prices for this year.
5. Give a report to the class.

THE DINNER WAS GREAT!

You need:

1. Paper.
2. Pencil.
3. Imagination.

You and your spouse have just finished a delicious dinner at a very expensive restaurant. The waiter has just presented you with the check when you remember that you left your wallet at home.

1. What do you do?
2. How do you feel?
3. What does the Manager say to you?
4. Be prepared to share your story with the class.

LOOK OVER THE MENU SELECTOR

You need:

1. Paper.
2. Pencil.
3. Menu Selector.

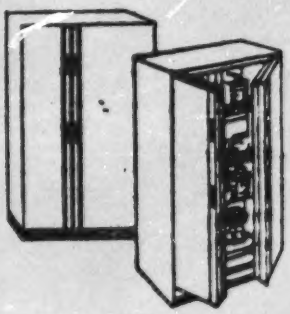
Your job is to make up the menu for the week. Use the guide for your menu planning. Read down within each of the four groups for dishes that go well with the entrees.

menu selector

	1/meat	2/poultry	3/seafood	4/miscellaneous
appetizer	Chicken and corn soup Beef bouillon on the rocks lemon twist Curried cucumber canape Frosted fruit juice Toasted sardine and chutney rolls Cheddar cheese dip with port crisp wafers	Vichyssoise Parslied consomme Shrimp and pineapple cocktail Chilled apricot nectar Cottage/blue cheese dip potato chips Chicken liver pate toast triangles	Gazpacho selection of chopped vegetables Cream of celery soup Melon cocktail Sardine and tomato canape Celery, cucumber and carrot sticks spicy cheese dip Smoked salmon canape	Main dish vegetable soup Black bean soup lemon and chopped egg Cream cheese and horseradish dip rye Melba toast Chilled grape juice with gingerale Bologna cornucopias stuffed with chive flavored cheese
entree	Roast breast of veal savory stuffing pan gravy Ham mousse in aspic Pork pot roast red wine gravy Mixed grill Salisbury steak Beef, pork and veal loaf horseradish cream sauce	Turkey curry on brown rice Sauteed chicken livers with diced avocado and sour cream Roast capon pecan stuffing Chicken souffle mushroom sauce Roast duckling Bing cherry sauce	Seafood risotto casserole Tuna empanadas Broiled salmon steak cucumber mayonnaise Baked halibut herb butter Broiled fish fillets mushroom/ wine sauce Casserole of flounder whipped potato topping	Cheddar cheese omelet Corn and tamale casserole Sauteed Swiss cheese sandwich Baked orange french toast Canadian bacon Cottage cheese omelet red cherry sauce Baked eggs with mushrooms
vegetable	Country fried potatoes Potatoes chantilly Buttered peas with small white onions Eggplant fritters Herb buttered wax beans Paprika onion rings	Baked plantain Whipped potatoes and carrots Julienne green beans Fresh corn in seasoned cream Buttered Chinese cabbage Creamed celery, green peppers and almonds	Cheesy mashed potatoes Buttered brown rice Chopped broccoli with lemon butter Corn on the cob Buttered Brussels sprouts Hot pickled beets	French fried cauliflower Green beans with rosemary Onion rings with green peas Spinach mimosa Green cabbage wedge hollandaise sauce Paprika potato balls
salad	Zucchini and sweet onion rings Endive salad bacon dressing Stuffed tomato avocado dressing Chef's salad bowl Hearts of romaine olive oil and wine vinegar dressing	Purple plums stuffed with cream cheese Honeydew and banana poppy seed dressing Molded fruit salad Western lettuce wedge cranberry dressing Seedless grapes in orange gelatin Stuffed apricot salad	Chunky lettuce and pickle slaw Spinach salad blue cheese dressing Shredded cabbage and carrot slaw Swedish cucumbers Celery hearts stuffed with smoked ham and cheese Marinated artichoke hearts and cherry tomato halves	Fresh pear and curried cottage cheese Salad greens tossed with Green Goddess dressing Macaroni salad mixed with mustard dressing Fresh fig salad honey French dressing Pickled carrot salad
dessert	Peach pie Marble pound cake Lemon tapioca cream Nectarines Praline ice cream Strawberries and seedless grapes brown sugar and sour cream	Frozen strawberry pie Lady Baltimore cake Frozen fruit pudding Chilled watermelon slice Ginger sherbert Three flavor ice cream balls	Lemon custard angel pie Banana loaf cake Red cherry crunch ala mode Cheese tray and fresh fruit Fresh peach ice cream Coffee parfait	Sponge cake with fruit sauce Coconut custard pie Blueberry buckle Honeydew melon lime wedge Champagne sherbet Vanilla ice cream date pecan sauce

PURCHASING GUIDE

FOR RESTAURANT SUPPLIES

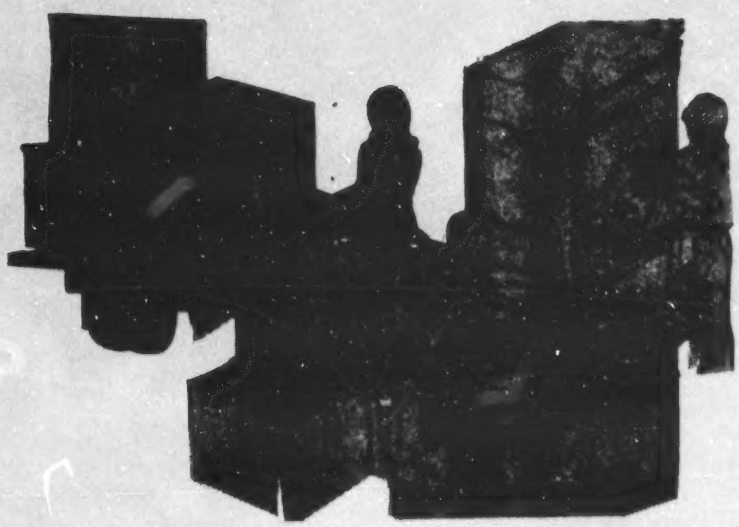


You need:

1. Paper.
2. Pencil.
3. Telephone book.

Look through the Yellow Pages for Restaurant supplies. Make up list of the suppliers, and include the following information:

1. Name of company.
2. Their address.
3. List the kind of equipment they sell.



BE A CAFETERIA REPORTER

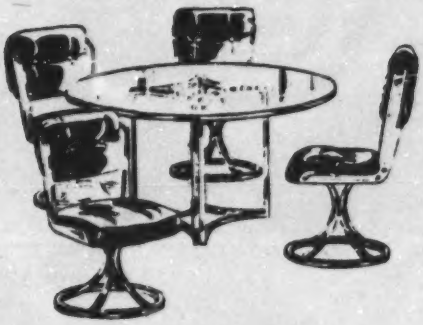
You need:

1. Paper.
2. Pencil.
3. Permission.

Get permission from the person who is in charge of the school cafeteria to be an observer for one day. Take notes on the following points:

1. What kind of food was served?
2. What equipment was used?
3. What sanitation measures were used?
4. Give a report to the class on what you observed.

WHAT'S YOUR PLAN?



You need:

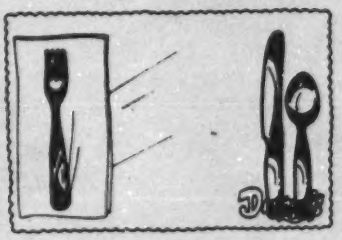
1. Graph paper.
2. Pencil.
3. Ruler.

Design a floor plan for a restaurant. Use space well. Remember to draw in service isles where supplies and equipment are kept. Keep in mind that the more seating space you have, the more customers you can serve.

1. Draw plans neatly.
2. Explain your plans to the class.

NEATNESS COUNTS!

PLACE SETTING



Placemat parallel with table edge.

You need:

1. Paper.
2. Pencil.

The first thing a customer notices when he sits down at a table, is how neatly the table is set. Write about:

1. Why this is important.
2. How you feel if you are seated at a messy, or unclean table.
3. What effect does this have on business?
4. Give a report to the class.

CUSTOMER SERVICE

You need:

1. Paper.
2. Pencil.
3. Waitress Instructions.

Customer Service is the single most important resource for a profitable restaurant.

1. Study the Waiter/Waitress Instructions on 14A.
2. List several ways a good waitress or waiter contributes to customer service.
3. How does a waiter or waitress benefit from good customer service?
4. Be prepared to give a report to the class.

WAITER/WAITRESS INSTRUCTIONS

1. Customer Service begins with courtesy, thoughtfulness, and friendliness. Your attitude, skills, and personality will make new friends and customers for the restaurant where you work.

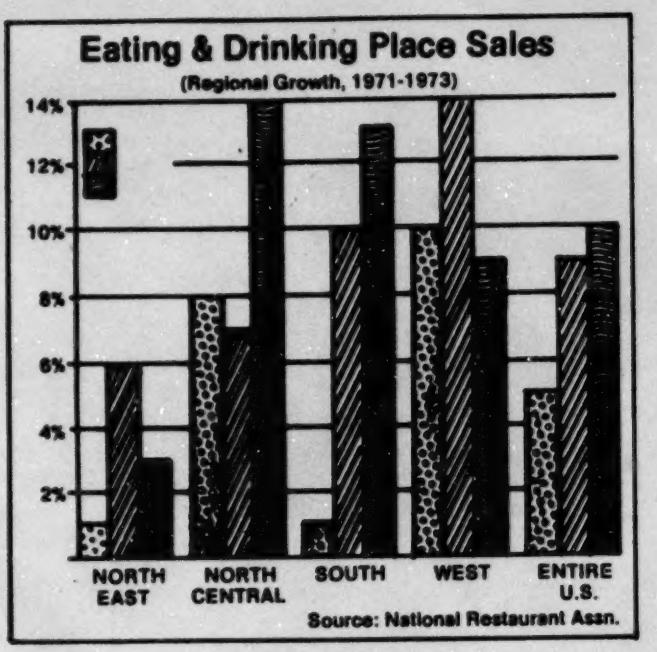
2. Listen carefully to the customer's order. Make sure you write down everything that is ordered.

3. When another customer is waiting and you are busy with your duties, SMILE and say, "I'll be with you in a moment."

4. Check back with the customer during the course of his meal. Ask if the food and service are satisfactory. Offer more water or coffee.

5. Give customers the check when they have finished eating. Don't keep them waiting. Remember they came to eat, not to wait around.

6. Thank customers for coming, and invite them to return.



What does this graph tell you about the Restaurant Industry?

You need:

1. Paper.
2. Pencil.

Study the graph above, and answer the following questions.

1. What region experienced the highest rate of growth?
2. What factor contributed to this growth? Check a population study to help you find the answer.
3. Which region was the lowest?
4. If you were an investor, looking for a place to invest your money, what location would you choose? Why?
5. Report your findings to the class.

THE MANAGER OVERSEES ALL JOBS

You need:

1. Paper.
2. Pencil.
3. Ability to listen.

The Manager of a restaurant must oversee all jobs to make sure they are done properly. Visit a restaurant near your school or home, and ask permission to interview the Manager. Make sure you thank the Manager for the time spent with you. Remember to take good notes.

1. What skills does he or she need for their job?
2. What are some responsibilities?
3. How does the manager feel when he or she has to fire an employee?
4. What are some reasons for firing a person?
5. What school-related skills are useful for this job?
6. Report to the class on your interview.

YOU'RE THE BUSGIRL!
YOU'RE THE BUSBOY!

You need:

1. Paper.
2. Pencil.
3. "Busgirl/Busboy Instructions" on 17A.

You are the waiter's or waitress' assistant. You clean and set the tables, and bring the water. Each restaurant has its own job requirements. Check the Busgirl/Busboy Instructions to learn of some other jobs you have.

1. What sanitation and maintenance jobs are required for the restrooms?
2. What do you do when you bus the tables?
3. What do you do at supply stations?
4. Why do you think these jobs are necessary?
5. Prepare a report to give to the class.

BUSGIRL/BUSBOY INSTRUCTIONS

1. RESTROOMS

   a. Replace supplies as they are needed (soap, towels, toilet tissue, etc.).

   b. Wash all equipment (sinks, mirrors, and dispensers).

   c. Empty wastebaskets.

   d. Sweep and wash floors.

2. WHEN YOU BUS TABLES

   a. Clean the tables and chairs.

   b. Clean or wash ash trays.

   c. Clean sugar, salt and pepper containers.

3. AT SUPPLY STATIONS

   a. Keep stations stocked with clean glasses, cups, saucers, plates and silverware.

   b. Fill ice bins.

   c. Replace full bustrays with clean ones.

   d. Never let dirty dishes, glasses or silverware pile up.

ARE YOUR DISHES SPARKLE CLEAN?

You need:

1. Paper (drawing).
2. Pencil (colored).
3. "Dishwasher Instructions" on T8A.

Customers rely on you to supply them with clean and sanitary dishes.

1. Look over "Dishwasher Instructions."
2. Notice the various jobs mentioned.
3. Make illustrations of these jobs for a bulletin board.
4. Arrange an attractive display of your illustrations.

DISHWASHER INSTRUCTIONS

1. Understand how to care for and operate dish machine.
2. Check the water temperature: wash--150 degrees, rinse--180 degrees.
3. Change the dishwasher water at the beginning of each shift.
4. Store pots and pans bottom side up.
5. Empty all trash cans and line with paper or plastic bag.
6. Sweep and mop the kitchen floor.
7. Sweep all sidewalks and clean the front entrance.
8. Clean and polish all dish station shelves.
9. Clean and straighten the storeroom including shelves and storage cans.

WHAT'S YOUR SCORE?

You need:

1. Paper.
2. Pencil.
3. Restaurant score sheet (19A).
4. Stamp.
5. Envelope.

The Health Department just checked your restaurant, and gave you a score of 88. You have always taken pride in your business and would like to bring that score up to 95.

1. Look over the score sheet.
2. What can you do to improve your score?
3. Which of your employees will you need to help you?
4. Do you need to get outside help to make repairs?
5. Give a report to the class.

TASK CARD 19A

DEPARTMENT OF PUBLIC HEALTH

Official Score Sheet for Restaurants

Permit No._____

Address of Establishment_____ City or Township of_____

Name of Establishment_____ Name of Permittee_____

Mailing Address of Permittee_____

Date Inspected_____ Sanitarian_____ Establishment No._____

Official Notice Issued ☐ Grade_____ to_____
(previous) (present)

Equipment	Perfect	Points Lost
1. Floors: Tight & sound & cleanable 3	3	
2. Walls and Ceilings: Tight & sound (2) light color 1	3	
3. Screens: Outer openings with effective screens 2: outward opening, self closing doors 2	4	
4. Ventilation & Light: Adequately and evenly distributed 3	3	
5. Refrigerators: Adequate 8: Thermometer available 2	10	
6. Hoods & Vents: Proper size hood 1: condition 1: proper size vent 1: condition 1	4	
7. Utensils & Equipment: (Ranges, grills, fryers, steam tables, drain boards, tables, counters, etc.) Good repair 2: easily cleanable construction (2) no corrosion 1: no open seams 1: no chipped or cracked dishes (4) proper use of metal 2	12	
8. Sinks: Two compartment 4: triple compartment 5: sinkbrush 2: or 100% dishwashing machine 5	7	
9. Display & Protection of Food & Utensils: Pastry cases 5: single service cups 1: straws in proper dispenser 1: pour-top sugar bowls 1: butter fork 1: ice tongs, etc. 1	10	
10. Plumbing Connections: No possible contamination by overhead leakage 2 1/2	5	
11. Rat Proofing	5	
12. Storage: Open racks or shelves to keep products at least six inches above floor	4	
13. Garbage & Rubbish Disposal: Leakproof, flytight metal containers and covers (3) proper number 1: proper size 1	5	
14. Toilet Facilities: Easily accessible for employees 2: self closing doors 2: properly vented 2: flyproof 2: well lighted 2: toilet paper 3: washing sign for employees 1	14	
15. Washroom Facilities: Wash basin 3: soap dispenser 1: soap (1) hot water 1: individual single service towels 2	8	
16. Dressing Room Facilities: Separate room 1: properly ventilated 1: lockers 1	3	
TOTAL	100	

Score - Equip. 100 - Lost =

Official Score Sheet for Restaurants #2

Methods	Perfect	Points Lost
17. Floors: Clean (2:) sweeping compound 1	3	
18. Walls & Ceilings: clean 3	3	
19. Doors, Screens, Windows: clean (2:) good repair 1	3	
20. Ventilation: All rooms (except cold storage) reasonably free of odors and condensation 3	3	
21. Refrigeration: Readily perishable foods (including cream filled pastry, meats, milk) stored at 50 degrees or less 5: clean 2	7	
22. Ranges, grills, fryers, hoods, vents: clean 1 each	5	
23. Equipment: Work tables 2: shelves (1:) drainboards 2: utensils (2:) clean cutting board 3	10	
24. Protection of Food & Utensils: No open displays 4: scoops in running water 1: no animals 1: no handling of contact surfaces 3: utensils covered 4: food stored in proper receptacles 1: proper drying racks 2	16	
25. Dishes, Glassware, Cutlery: Properly cleaned and sanitized (a) Dishwashing machines: wash water 120° F 5: Rinse water above 180° F 5: detergent: thermometer; adequate hot water, etc. 5 or (b) approved bactericidal treatment after cleaning 12: adequate hot water 3	15	
26. Steam Tables: Food kept above 140° F (3:) thermometer available 1: clean 2	6	
27. Control of Rats, Roaches: 2: No uncolored insecticides or raticides 1	3	
28. Personnel: Clean uniforms 3: hairnets or proper caps 2: no tobacco used around food 2: clean hands, short nails 2: physical examination 1	10	
29. Control of Flies:	2	
30. Toilets & Anterooms: Clean 4: not used for storage 2: doors closed 1	7	
31. Garbage & Rubbish Disposal: Cleanliness of cans 2: covers on cans 2: cleanliness of surroundings 1: garbage and trash separated 1	6	
32. Grade Card and Permit Posted Conspicuously: 1	1	
TOTAL:	100	

Score - Methods 100 - Points Lost =

Total for Equipment_____
Total for Methods_____
Total Score_____

Total Score_____ ÷ 2 = _____ GRADE

Received_____

A card = 90 - 100
B card = 80 - 89
C card = 70 - 79

NOTICE: A grade of 80 must be earned to pass inspection
GRADE CARD MUST BE POSTED IN A CONSPICUOUS PLACE

Profitable Advertising

You need:

1. Paper.
2. Pencil.
3. Telephone book.

You are opening a new restaurant soon, and want to place an advertisement in the Yellow Pages of the phone book.

1. Look at some ads in the Yellow Pages under Restaurants to get some ideas.
2. List the specialty of your restaurant.
3. Give its location and phone number.
4. Design a symbol or picture to include in your ad.
5. Remember to be original.
6. Be prepared to read your advertisement to the class.
7. Tell why you think it is a good idea to place an ad in the Yellow Pages.

Make A

Scrapbook

You need:

1. Paper.
2. Pencil.
3. Felt pens.

Keep a family scrapbook. Record the names of various restaurants where your family has eaten out. Write down the various foods enjoyed by the members of your family. Notice the atmosphere. How is the restaurant decorated? What are the names of various foreign dishes? What do you notice about the waiters or waitresses? How are they dressed? Include a section in your family scrapbook on foreign favorites.

Mexican French Italian

German

Chinese Japanese Greek

You need:

1. Paper.
2. Felt pens.
3. Menu samples.
4. Encyclopedia.

Create a menu for a restaurant specializing in your favorite foreign dish. Make a poster to show how you would create an atmosphere. Color a picture to show the uniform the waiters or waitresses would wear. The encyclopedia will help.

Mexican

French

Swedish

Japanese

Chinese

Spanish

German

Italian

Hungarian

Greek